

PROGRAM SUMMARY AND ABSTRACT

Name and address of applicant:

Santa Fe Public Schools
610 Alta Vista
Santa Fe, NM 87505

Contact information:

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District Common Core of Data Number:

Program title: *Estudiantes, Amigos, y Familias*

This program will serve (insert number): _____ rural public schools 4 inner city public schools
Per the last US Census (1989-1990) the total number of children in the Santa Fe school district was established at 17,864 and the percentage of these who were identified as "urban" was 74.23%. Since this is a clear majority of our population, we, therefore, have identified our district as "urban."

The applicant intends to provide services within the following Empowerment Zone or Enterprise Community (identify if applicable): Not Applicable

Please provide the name of each school that will have a Community Learning Center:

Alvord Elementary, Cesar Chavez Elementary, Nava Elementary, and Salazar Elementary

In the schools to be served (please provide the totals for all schools):

Number of students served 1264 Community members served 3790 Grade levels served K-6
Students who are: eligible for free or reduced-price lunch 82%, 80%, 62%, and 81% ; average = 76.25 %
Limited English proficient 14.8%, 22.3%, 89.6%, and 26.3%; average = 34.9 %

Program Abstract (single-spaced on remainder of page)

The Santa Fe Public Schools will act as fiscal agent for a collaboration of important community partners in the establishment of four Community Learning Centers in Santa Fe. Collaborators include the distinguished membership of the Executive Leadership Council for Youth and Education (high ranking executives from the City of Santa Fe, Santa Fe County, United Way of Santa Fe County, Presbyterian Medical Services, St. Vincent's Hospital, Public Service Company of New Mexico, IBM, and the Santa Fe Community College), the College of Santa Fe, Challenge NM, many other community services providers, and dozens of individual community volunteers and parents who have committed their time and hearts to this project. Our objectives track with state/national Performance Standards and the district Educational Plan for Student Success and specify clearly articulated and measurable criteria for Literacy, Technology-Science-Math, and Student and Community Wellness and Safety. Each of our Centers will address the needs of a different constituency: At Alvord we saw that in addition to providing academic support for the school at-large, we needed to provide appropriate afterschool and summer programs for students with disabilities. At Chavez, literacy scores are so low that the State designated the school as "low-performing." We realized that we must focus on literacy intensely and use special diagnostic and prescriptive tools to zero-in on providing the help students need. At Nava we recognized that the high number of LEP students and their families needed programs in Spanish and English and that students would benefit from a Dual-Language Immersion component. Salazar also has a high LEP population (although our official identification process will need to be improved to document them all) and a problem with high mobility (32% for SY 98-99 and at the current rate, nearly 50% for SY 99-2000) and absenteeism because students sometimes leave the country for prolonged intervals among other factors. In response to these needs, we instituted an evening ESL program for families and a Saturday Learning Academy to help returning students catch up. Finally, it is clear to us that at all of our sites we must provide recreation and cultural enrichment afterschool and summers for young people who have no where else to go. We have developed our proposal entitled ***Estudiantes, Amigos, y Familias*** in direct and purposeful response to these needs.

Narrative

Introduction

The Santa Fe Public School district is situated in North Central New Mexico, employs approximately 1,550 teachers, administrators, and other licensed personnel and provides for the educational needs of over 13,700 students K-12. We have 20 elementary schools, four mid schools, two high schools, an at-risk Academy for grades 9-12, and an early childhood center. Over 35% of our high school freshmen do not graduate with their peers. Our Hispanic high school students dropout at rates consistently higher than students in the “Anglo” population. We have 2,669 LEP students and 1,230 other students currently receiving One-, Two-, and Three-hour programs through our Bilingual Education Department.

In recent years NM has declined from 36th in 1995 (to 45th in 1996 to 47th in 1997) to 50th in 1998 in a ranking of states as a good place to raise children. According to the Children's Rights Counsel report (7/28/98), we were ranked as the worst state in the union to raise a child. This ranking compares state rates for poverty (NM 50th), infant and child deaths (NM 18th and 37th), teen pregnancy (NM 47th), unwed births (NM 47th), single parent households (NM 44th), divorce (NM 47th), drug and alcohol induced deaths (NM 51st and 49th ranking includes DC), crime (47th), high school graduation (NM 42nd), and other factors.

Need for the Project (30 points)

A. Addressing the Needs of Students at Risk of Educational Failure

The demographic research of Harold Hodgkinson, Betty Merchant, and others has shown us that students are at risk of educational failure when they come from low-income families, have limited proficiency in English, have parents who are not high school graduates, have low academic skills, speak English as a second language, are single-parent children, have negative self-perceptions, are alienated or bored, and have low self-esteem. These factors can be used as early as elementary school to identify a student will dropout.

The four schools we are targeting in this proposal have populations with increasingly larger proportions of students who fit this tragic profile. Our ***Estudiantes, Amigos, y Familias*** project will establish the foundation of community-based education that will provide the special services this population needs. The charts below and on the following page provide specific data on poverty, LEP and Title 1 populations, and literacy factors that document the need for community schools in Santa Fe. (Contextual information about the Santa Fe County area derived from the 1990 Census is provided at Appendix E – Demographics and Research).

Student Characteristics				
School	Enrollment Per the 80 th day ADM counts 01/24/00	Poverty % of Students Enrolled in the Free- and-Reduced Lunch Program as of the 80 th day 01/24/00	LEP Population Per IPT testing in SY 1999-2000	Title 1 Population
Alvord	139	82%	20 = 14.8%	School-wide
Cesar Chavez	494	80%	113 = 22.3%	School-wide
Nava	229	62%	206 = 89.6%	School-wide
Salazar	402	81%	108 = 26.3%	School-wide
totals	1264	76.25% average	447 = 34.9% average	School-wide

	Literacy Indicators Per testing during SY 98-99									
	Over All Composite Average Total Score		Reading Average Total Score		Language Average Total Score		Math Average Total Score		Science Average Total Score	
School	4 th Grade	6 th Grade	4 th Grade	6 th Grade	4 th Grade	6 th Grade	4 th Grade	6 th Grade	4 th Grade	6 th Grade
Alvord K-6	34.0	30.5	56.0	32.5	36.0	36.3	26.0	26.5	40.0	41.0
Cesar Chavez K-5	26.3		29.0		27.7		18.3		26.5	
Nava K-6	46.3	46.0	44.0	43.0	47.0	43.5	52.0	43.0	29.0	40.8
Salazar K-6	39.0	37.6	47.5	34.7	37.8	32.3	28.0	27.0	35.0	45.3
averages	36.4	38.0	44.1	36.7	37.1	37.4	31.1	32.2	32.6	42.4

The statistics provided above show the schoolwide poverty, the large percentage of LEP students, and the low achievement of the students we seek to serve with our ***Estudiantes, Amigos, y Familias*** project. All but one of the 35 average literacy scores above are well below the median 50th national percentile (one is as low as 18.3). They are also well below the average for New Mexico. The State of New Mexico Department of Education has identified Salazar and Cesar Chavez as “low performing.”

Dropout Rates

The high dropout rate in Santa Fe Public Schools has been the impetus for a district-wide initiative to keep students interested in school and to encourage them to achieve at high levels. We are improving, but per the 97 – 98 SFPS Accountability Report compiled by the SFPS Office of Research and Accountability, the Santa Fe Public Schools still have an alarming 7.9% average Annual Dropout Rate. 35.1% of students entering ninth grade do not graduate. We have a large number of Hispanic students who are dropping out and they dropping out at consistently higher rates than the “Anglo” students in high school. And our Native American students are dropping out at even higher rates. Without radical intervention, especially in the early grades, we can expect that nearly half of the elementary students targeted in this proposal may dropout when they reach middle or high school. ***Estudiantes, Amigos, y Familias*** will offer students in the targeted schools the language support, tutoring, counseling, and mentoring they will need to stay in school and succeed in our competitive local and world economies.

Student Behavior

Per the SFPS 1997-98 SFPS Accountability Report, the District's schools reported 2,435 Code of Conduct violations. The rate of reported Code of Conduct violations (per 100 students) was 18.2 in 1997-98. Simple assault was the most common offense against persons, accounting for 54% of all such offenses (another 30% were incidents of aggravated assault). More than half of the property offenses were thefts. Intimidation and threats comprised more than 80% of all conduct offenses. Nearly 60% of the drug and alcohol violations were for possession of drugs, and another 20% were for possession of drug paraphernalia. Disruptive behavior accounted for nearly 40% of all school rule violations, and 18% involved fighting. Excessive tardiness/absences accounted for one-fifth of all school rule violations. At the schools we have targeted we will record the baseline of Code of Conduct violations for this year and make reducing it by 10% part of our Objective 3. Student Wellness and Safety. ***Estudiantes, Amigos, y Familias*** will provide the counseling, mentoring, and rich alternative activities that will bring Code of Conduct violations down and make our schools and neighborhoods safer for everyone.

Education Levels in the Community

The 1990 US Census shows that 24.9% of New Mexicans did not graduate high school. Figures on the Santa Fe Metropolitan Service Area include Los Alamos (the school district does not) which is home to the Los Alamos National Laboratory and many very highly educated scientists and engineers. So the relatively low level of educational attainment in our area is skewed upwards. On average, the people who have lived in Santa Fe for generations tend to have low levels of education.

Gaps in Needed Services

Each Community Learning Center we propose to establish in Santa Fe has surveyed teachers, students, parents, service providers, business partners, and other community members to evaluate the existing needs, resources, and gaps in services (including a comprehensive Community Needs Assessment conducted by United Way). At Alvord we saw that in addition to providing academic support for the school at-large, we needed to provide appropriate afterschool and summer programs for students with disabilities. At Chavez, literacy scores are so low that the State designated the school as “low-performing.” We realized that we must focus on literacy intensely and use special diagnostic and prescriptive tools to zero-in on providing the help students need. At Nava we recognized that the high number of LEP students and their families needed programs in Spanish and English and that students would benefit from a Dual-Language Immersion component. Salazar also has a high LEP population (although our official identification process will need to be improved to document them all) and a problem with high mobility (32% for SY 98-99 and at the current rate, nearly 50% for SY 99-2000) and absenteeism because students sometimes leave the country for prolonged intervals among other factors. In response to these needs, we instituted an evening ESL program for families and a Saturday Learning Academy to help returning students catch up. Finally, it is clear to us that at all of our sites we must provide recreation and cultural enrichment afterschool and summers for young people who have no where else to go. We have developed our proposal in direct response to these needs.

Project Design (30 points) (A) Goals, Objectives, and Outcomes

Vision

The Vision of the Santa Fe Community Schools Initiative as advocated by the Santa Fe Public Schools and the Santa Fe Executive Leadership Council for Youth and Education is to establish community learning centers at public schools throughout the district that will provide an exciting, safe, and richly diverse program of educational, health, and social/family services for the children, youth, and families of Santa Fe.

We are committed to this work in order to increase student academic achievement; reduce vandalism, violence, and alcohol and drug abuse in our neighborhoods; and provide needed services to the citizens of Santa Fe at local school sites afterschool, evenings, weekends, and summers.

Goal of *Estudiantes, Amigos, y Familias*

To collaborate with school communities, community organizations, businesses, and service providers to establish and maintain Community Learning Centers at Alvord, Cesar Chavez, Nava, and Salazar Elementary Schools which will address the needs of the children, youth, and families in each school service area.

Our Educational Plan for Student Success (EPSS) and our new districtwide curriculum have been written in compliance with national and New Mexico state standards and benchmarks. These documents have been developed through a long and careful community process, and they shape the program of education for the Santa Fe Public Schools. In order to integrate our Community Schools Initiative with national and state standards, we have taken the three Focus Areas of our EPSS - Literacy, Technology, and Safe Schools / Student Wellness - as guidance for writing the objectives of our ***Estudiantes, Amigos, y Familias*** project. The activities we have proposed for the project can be grouped under the three objectives defined below:

Objective 1 Literacy – After the third year of program operation, 70% of students will demonstrate mastery of the Performance Standards for Literacy at or above their grade level (a percentile ranking of 50 or better) as established by the district curriculum and as measured by the norm-based and performance-based sections of the Terra Nova or Supera (Spanish version) state-mandated achievement tests. We will measure the performance of students who have attended the target schools for nine consecutive months or more.

Objective 2 Technology, Science, and Math - After the third year of program operation, 70% of students will

demonstrate mastery of the Performance Standards for Technology, Math, and Science at or above their grade level (a percentile ranking of 50 or better) as established by the district curriculum and as measured by the norm-based and performance-based sections of the Terra Nova or Supera standardized tests. As above, we will measure the performance of students who have attended the target schools for nine consecutive months or more.

Objective 3 Student Wellness and Safety - After the third year of program operation, 80% of students will demonstrate mastery of the Performance Standards for Wellness established by the district curriculum. There will be a 10% reduction in violations of the Code of Conduct, a 10% reduction in tardiness and absence, a 20% increase in parental involvement in school activities, and a 10% improvement in the at-risk factors index for students identified, referred for services, and tracked by the Student Success Teams (behavioral health triage teams) at each school.

The activities we are proposing to implement with ***Estudiantes, Amigos, y Familias*** are presented in the Budget Narrative where precise hours and costs are calculated and listed as part of our grant request or as contributions from the Santa Fe Public Schools, the Executive Leadership Council, the City of Santa Fe, Challenge New Mexico, or other collaborators. We urge readers to study this part of the proposal because it presents the differing configurations of services offered at each of the four sites in detail we do not have space to show here.

Under the name of each Learning Center site below, we will present brief descriptions of the proposed activities marking each with the relevant objective number(s) and including information regarding timeline, who is responsible, and the community resources that will be involved. The four Learning Centers will establish differing configurations of the various program components including the **Afterschool Learning Academy** and the **Summer Literacy Program** which will offer tutoring, assistance with homework, and other academic enrichment activities for students. The libraries and computer labs at each site will be open, staffed, and available to all program participants during the afterschool schedule and some evenings.

Alvord Community Learning Center

- ◆ **3 O’Clock Club** - In collaboration with the College of Santa Fe, the Alvord Community Learning Center will provide a program of tutoring, academic enrichment, recreation, and nutrition afterschool for 75 students in grades 3–6 for 34 weeks per year from 3 until 6 PM. Alvord has named their afterschool academy the **3 O’Clock Club**.
- ◆ **Challenge NM Afterschool** - To complement these activities, Alvord will provide developmentally appropriate, licensed, afterschool activities including reading support, recreation, arts and crafts, and supplemental food for

disabled young children in grades K-2 AND their full-bodied peers. This activity will be conducted through a collaboration with Challenge NM, a non-profit service agency offering “quality of life programs and experiences for people with disabilities”. Costs are offered by Challenge NM as a contribution to promote the project.

◆ **Railyard Afterschool Arts Program** - Through a grant from the City of Santa Fe Arts Commission, Alvord will also offer an art program which will feature field trips to arts activities for 40 Alvord afterschool program participants at various art making and viewing sites in the City including Site Santa Fe, the Georgia O’Keeffe Museum, and Warehouse 21.

◆ **Early Morning Readiness** - Alvord will provide a get-ready-for-school program each morning from 7 - 8 AM to welcome and help 25 students prepare for their school day. Students will be provided breakfast and assisted in completing unfinished work.

◆ **Challenge NM School Breaks Program** - Alvord will contract with Challenge NM to provide one-on-one and small group education and recreation during the 20 days of school breaks, holidays, and teacher in-service days each school year when classes are not in session for 25 multiply-challenged, special-needs children and youth K-6 from schools across the district. 5 certified and licensed personnel will work 6 hours each day. Costs for these services will be part of our grant request.

◆ **Summer Program for Special Needs Children** - Challenge NM also will collaborate with Alvord to provide educational and recreational services for 40 multiply-challenged, special-needs children from across the district for 6 weeks each summer. The program involves 8 personnel. Challenge NM will conduct activities from 9AM - 5PM, 5 days/week at a cost of approximately \$27,000. Much of these costs will be recovered through contributions from various service organizations and low fees to families. But 20% or \$5,400 will remain unrecovered; these costs are offered by Challenge NM as a contribution to support the project.

◆ **Mentoring New Mexico - Wise Men and Women at Alvord** - Wise Men and Women will provide one-on-one and small-group mentoring for 20 students at Alvord for a minimum of 40 minutes each week for 30 weeks each school year. Additional mentors will be sought for other students and other schools. These services are offered as an in-kind contribution by Mentoring New Mexico to promote the project.

◆ **Counseling for Students and Families** - Alvord will employ a 0.4 FTE counselor who will meet with students and families in the project and provide the behavioral health counseling and referral services they need.

Cesar Chavez Community Learning Center

◆ **Afterschool Learning Academy** - Chavez will employ 4 teachers in a K-5 tutoring and academic enrichment program from 3-6:00 PM Monday-Thursday, and Fridays 1-6:00 PM for 150 students. The Santa Fe Public Schools

will contribute \$10,000 of Targeted Assistance toward these costs through a grant from the Los Alamos National Laboratory Foundation.

◆ **HOSTS – Spanish and English - Afterschool** - Chavez will also provide diagnostic and prescriptive software and materials that teachers will use in the afterschool program to address the specific literacy needs of each child. These reseat-based materials (in English and Spanish) are nationally recognized as effective tools for raising the literacy levels of students. They were developed by the HOSTS Corp. and are contributed to the project through a Comprehensive School Reform Demonstration (CSRD) project grant.

◆ **Early Morning School Readiness** - Like Alvord, Chavez will provide a special program each morning, from 7 – 7:45 AM to welcome 35 students and help them prepare for their school day. Students will be provided breakfast and assisted in completing unfinished work and organizing for the day.

◆ **CAPA at Chavez** is a wonderful collaboration between Chavez Elementary and the Capital Academy for the Performing Arts at Capital High School. The lead teacher from CAPA and 20 high school students enrolled in the program will come to Chavez on Fridays for 2 hours afterschool to teach dance, music, and drama to 150 elementary students.

◆ **Family Language Program** - At Chavez, families will be involved in a library/literacy/Adult HOSTS program for 2 hours one night/week each week of the school year. This program will enable whole families to work with a certified teacher and the HOSTS diagnostic and prescriptive software to improve their literacy skills and support each other in learning.

◆ **Cooking with Kids**, a non-profit service organization, will provide a multicultural food and nutrition education program of education in the cultures and foods of the world through cooking projects with students which will work to improve child nutrition, actively involving students in cooking and learning about culturally diverse foods that are healthy and appealing. Parents will be invited to participate. Students will rotate 32 at-a-time each month during the school year through two two-hour classes per week.

◆ **Catholic Social Services at Chavez** will provide counseling and support for children from divorced or divorcing households. Two counselors will come to Chavez for two hours 3-5 PM per week for eight weeks in each school year. This is offered by Catholic Social Services as an in-kind contribution to promote the project.

◆ **School Break Program** – At Chavez we will provide an academic and recreational Spring Camp for 100 students over their Spring Break. A rich agenda of games, sports, educational activities, and field trips will be offered. Breakfast, lunch, and snacks will be included.

◆ **City of Santa Fe Summer Recreational Program** – As an important collaborator and contributor in our

Estudiantes, Amigos, y Familias project, the City of Santa Fe will provide a rich program of recreational activities for 150 participants at Chavez each summer including swimming, tennis, volleyball, other games and sports, field trips, and quiet time activities of all kinds from 7:00 AM – 5:30 PM. (Offered at Nava too.) Breakfast, lunch, and snacks are included.

♦ **Bilingual Summer Literacy Program** - Chavez will employ four certified teachers and four assistants to provide a bilingual literacy program for 80 students (English- and Spanish-speakers) pre-K through second grade for 8 weeks from 8 AM to 12 PM during the summer. Costs for this program will be carried by the school's Title 1 budget. A Bilingual Summer Literacy Program for 60 students grades 3-5 will involve 3 teachers and 3 assistants over the same weeks and hours each summer. Costs for this component will be charged to the grant. Targeted students will attend the Summer Literacy Program in the mornings and join their fellows in the afternoons in the all-day City of Santa Fe Summer Recreational Program described above.

♦ **Nurse on Duty** - Chavez will employ a 0.4 FTE Nurse to provide nursing services to ensure student wellness and to provide nutrition and mental health counseling to students and families during the afterschool program.

The Nava Community Learning Center

♦ **SFPS Afterschool Program at Nava** - The district will provide a rich program of educational and recreational activities and snacks for 65 students from 3-6 PM M-Thurs and 1-6 PM on Fridays for 35 weeks of the school year. Through the SFPS Facilities and Activities Department, we will employ two qualified staff people assisted by two student aides to engage the children in a wide variety of games, sports, and educational support activities. Snacks are included.

♦ **Bilingual Afterschool Program** - Nava will provide an academic bilingual enrichment program for 75 students K-6 afterschool involving 3 Bilingual teachers from 3-4:30 PM 4 days per week (Monday – Thursday) during the school year. This program is conducted in conjunction with the SFPS Afterschool Program described above and will provide tutoring and academic enrichment in Spanish or English to address the needs of Nava's many Limited English Proficient students (90%).

♦ **Community Technology Connections** - Nava will also conduct the **CTC** program by opening the computer lab and providing instructional support from 6-8:30 PM two nights per week to enable families to have access to computers, the Internet, and training.

♦ **Early Morning School Readiness** - Like Alvord and Chavez, Nava will provide a get-ready-for-school program each morning, from 7 – 8:00 AM to welcome 25 students who arrive early and help them prepare for their school day. Students will be provided breakfast and assisted in completing unfinished work.

- ◆ **Bilingual Family Language Program** - At Nava contracts will be let for outside presenters who will help whole families extend their literacy skills through storytelling, music, puppeteering, and drama. Program activities will be offered in the evenings for students and parents twice per month for eight months.
- ◆ **Community Resource Room** - Nava will establish a Resource Room to make available a library of materials, tapes, videos, and other teaching and learning aides for parents on student academic subjects, parenting, and other issues important to them. These will be available for checkout. A teacher will assist parents and other interested community members for two hours a day each day of the school year in the Resource Room to show them how to help their children achieve at high levels and thrive in school.
- ◆ **School Break Program** - Nava will provide academic enrichment and recreational activities 8AM-6PM for 30 students during Spring and Winter School breaks to complement the afterschool program offered by the Santa Fe Public Schools.
- ◆ **Summer Literacy Programs** - For 8 weeks each summer, Nava will conduct a Title 1-funded summer program for 80 students K-6 from across the district for a half-day and another IDEA-funded summer program for 40 Special Ed students with multiple handicaps from across the district for a half-day involving a total of 10 teachers and 10 assistants. Through funding from this grant, Nava will also offer a **Dual-Language Immersion enrichment program** for 45 students each summer for four half-days over the eight weeks. Students will participate in activities offered in Spanish and English according to the 50/50 immersion model. Targeted students will attend the Summer Literacy Programs in the mornings and join their fellows in the afternoons in the all-day **City of Santa Fe Summer Recreational Program** (described above at Chavez) offered for 120 students at Nava from 7:00 AM – 5:30 PM.
- ◆ **ARTreach at Nava** will offer a program of art lessons for 40 children afterschool. Two Art Specialists will work with children from 3:00 to 6:00PM two each week for 34 weeks each year. They will also offer art workshops and free art curriculum materials to teachers for use in their classrooms one Friday every other month for 10-15 teachers. Costs are offer by ARTreach as a contribution to promote the project.
- ◆ **Counseling for Students and Families** - Nava will employ a 0.2 FTE counselor who will meet with students and families in the project and provide the behavioral health counseling and referral services they need.

The Salazar Community Learning Center

- ◆ **Afterschool Learning Academy** - Salazar will employ 3 teachers in a literacy enrichment program for grades K-3 and a **Science and Technology program for grades 4 - 6** from 3 - 6:00 PM Monday - Thursday and Fridays 1-6 :00 PM. A City of Santa Fe Children and Youth Programs grant will provide \$16,000 of the annual costs associated with the Salazar Afterschool Learning Academy.

- ◆ **Cooking with Kids** - Salazar's version of this program (ref. Chavez above), will enable 80 students to participate in the cooking fun 4 times each school year. Cooking with Kids will provide training for the afterschool staff at Salazar as a contribution to the project. The costs for food and staff time will be borne by Salazar's annual City Children and Youth Programs grant. \$1400 in cooking equipment has already been purchased. Parents will participate.
- ◆ **The United Church of Santa Fe at Salazar** component will provide volunteers to keep the library open during lunch hours and provide on-going tutoring, reading programs, and computer assistance for students. 35 United Church volunteers will work at Salazar for two hours per week for the 36 weeks of the school year. The United Church offers these services as an in-kind contribution to promote the project.
- ◆ **Saturday Learning Academy** - The Salazar Center will also conduct a Saturday program for up to 40 students who miss more than 20 days of regular classes to help them get back on track with their studies. Three teachers and two assistants will instruct students for 5.5 hours (includes prep) for 30 Saturdays each project year. This component addresses the needs of families who travel out of state to Mexico or elsewhere, sometimes at Christmas time, to visit family and often do not return for many days.
- ◆ **Family Language Program** - Salazar will bring entire families into an English as a Second Language workshop for up to 40 people total (8 families) for two hours one evening per week each week throughout the school year.
- ◆ **School Break Program** – Salazar will provide academic enrichment and recreational activities 8AM-6PM for 30 students during Spring and Winter School breaks (15 days) each year.
- ◆ **Amigos Summer Recreation Program at Salazar** - Three Santa Fe Foundations (Frost, Healy, and McCune) will work together with the Santa Fe Community Foundation to establish summer recreation programs at several Santa Fe public schools including Salazar. These programs will be well funded and provide a diverse, full-day array of educational, recreational, and health-related activities for the participants eight weeks each summer. (This program collaboration is still being negotiated. The letter of commitment will be provided when available.)
- ◆ **Summer Literacy Program** - Five teachers and three assistants will provide a literacy program for 75 students for five weeks five hours per day at Salazar to increase their reading and comprehension skills and keep them on track between academic year programs. Students will play interactive educational games, participate in cooperative learning, take field trips to local museums, and enjoy wholesome lunches and snacks.
- ◆ **Counseling for Students and Families** – Salazar will provide stipends to extend their counselor's hours so that she will be able to meet with students and families in the project and provide the behavioral health counseling and referral services they need during the summer.

- ◆ **Nurse on Duty** – Salazar will employ a 0.1 FTE Nurse to provide nursing services to ensure student wellness and to provide nutrition and mental health counseling to students and families during the afterschool program.

Project Design (continued)

(B) Addressing the Needs of the Target Population

As discussed above at Gaps in Needed Services (page 7), the long list of activities we have presented address the specific needs of each Community Learning Center. We have customized each Center to fit the needs of the participating populations and the extended school communities.

(C) Collaborations

Each Community Learning Center in our project is being established through the committed collaboration of several community organizations and service providers. Letters of commitment precisely specifying the roles, responsibilities, and contributions of all of them (the Amigos Summer Recreation Program at Salazar is still in negotiation) are included at Appendix B. In Year One contributions from collaborators will equal more than \$400,000. A presentation of the collaborations in full detail is offered in the Budget Narrative for each project year; a list is provided below.

- ◆ The Santa Fe Executive Leadership Council for Youth and Education (ELC) – includes top ranking members from City and County government, the United Way, the Santa Fe Public Schools, Presbyterian Health Services, St. Vincent's Hospital, Public Service Co. of New Mexico, IBM, The College of Santa Fe, and the Santa Fe Community College. The ELC has committed to provide executive direction and community feedback regarding all aspects of policy and administration of the Project. The ELC will also provide \$25,000 or half of the Project Director's salary each project year.
- ◆ The Santa Fe Public Schools (SFPS) will serve as a member of the ELC Steering Committee and will bring over \$80,000 in-kind to the project in year one. The SFPS Community Relations and Volunteer Coordinator and the four participating principals will be supported for the considerable time they will be involved in the implementation of **Estudiantes, Amigos, y Familias** (see Management Plan).
- ◆ The City of Santa Fe, an ELC collaborator, contributes a summer recreation program at Chavez and Nava at a cost of \$80,000
- ◆ The College of Santa Fe (CSF) also serves as a member of the ELC Steering Committee. CSF provides consultation and advocacy services to support the Alvord Site Coordinator and the Alvord Community Learning Center. These costs equal approximately \$40,000/year year in faculty, staff, and student time related to overhead

are offered by the College as an in-kind contribution to support the project. In addition CSF supports the three 3 O'Clock Club assistants who work with the Coach at Alvord (\$7,344).

- ◆ Challenge NM, a non-profit service agency offering “quality of life programs and experiences for people with disabilities” collaborates with the Alvord Community Learning Center to contribute special components of their afterschool and summer programs for both disabled and full-bodied children that costs them \$39,400.

- ◆ Please reference the Budget Narrative for details about other collaborating partners in our ***Estudiantes, Amigos, y Familias*** project including the Capital Academy for Performing Arts, ARTreach, Cooking with Kids, Catholic Social Services, Mentoring New Mexico, the US Dept of Agriculture, and grants from the Los Alamos National Laboratory Foundation, US Dept of Ed CSRD program, the Santa Fe Arts Commission, the City of Santa Fe Children and Youth Programs, and the dozens of individual community volunteers and parents who have committed their time and hearts to this project.

Adequacy of Resources (15 points)

(A) Adequacy of Support From the Applicant and Partners

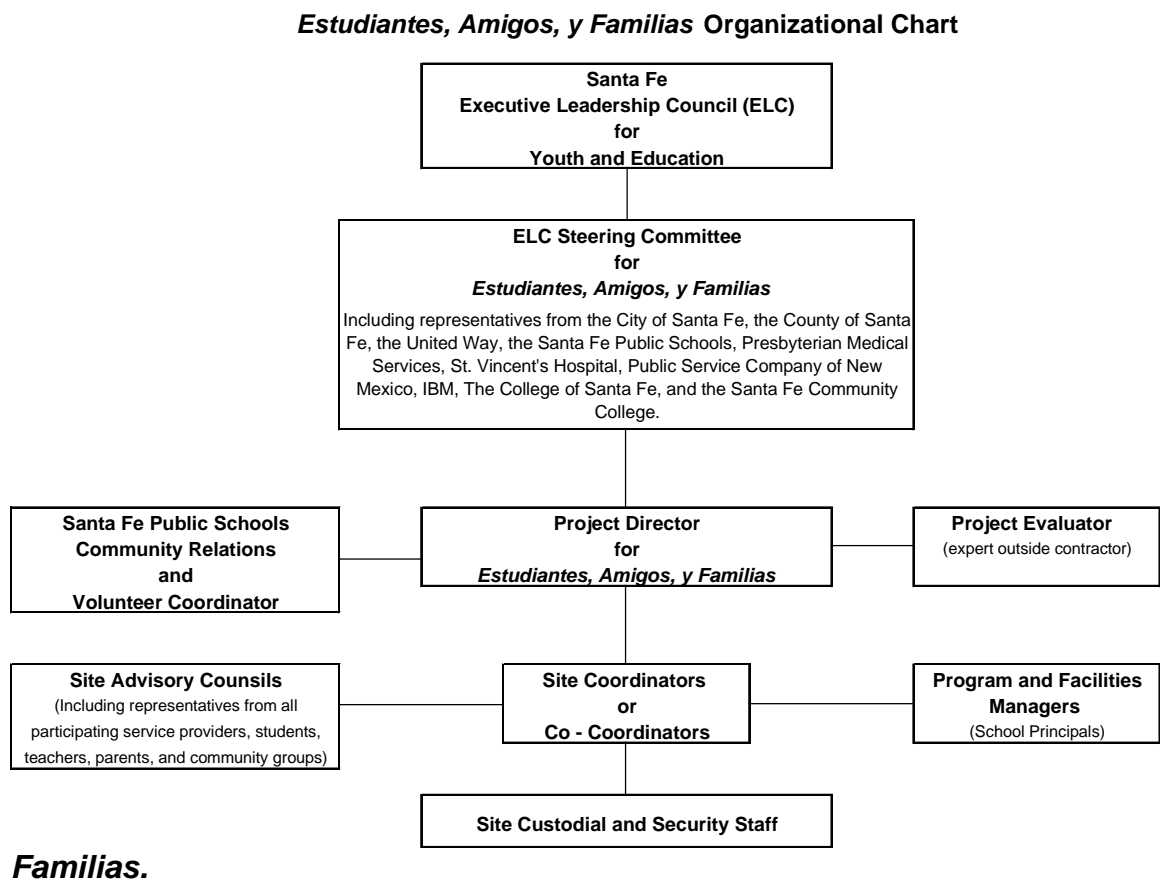
The Budget Narrative lists the support offered from the Santa Fe Public Schools (\$81,817) and our collaborating partners (\$442,507). Together we will bring over one half million dollars in direct and in-kind contributions to the project in Year One.

(B) Cost Effectiveness

Estudiantes, Amigos, y Familias also leverages funds from the Title 1, Bilingual, and Special Ed IDEA allocations to participating schools. The Budget Narrative details how we will bring \$177,423 in Other Federal dollars to the project in Year One.

(4) Management Plan (15 points)

(5) The following organizational chart will provide an overview for *Estudiantes, Amigos, y*



(4) **Management Plan** (continued)

(A) Roles, Responsibilities, and Timelines

Estudiantes, Amigos, y Familias has organized a management plan that involves all aspects of our community.

Executive Leadership Council - An over-arching advisory role will be taken by the Executive Leadership Council, leaders from the highest levels of City and County government, the school administration, businesses, important community organizations like the United Way, and others. The ELC has been meeting monthly since September of 1997 to address common concerns regarding the youth of Santa Fe. The first task of the group, which now includes a Community Schools Steering Committee of eight members and a full council of approximately 80 members, was to agree on the most pressing issues the group wanted to focus on. Through a series of facilitated meetings, three priorities were identified which the group resolved to work on together. Those priorities included early childhood intervention, violence prevention, and the development of our schools as full-service community centers. The highest priority was the community school initiative which is now being developed in earnest. The Steering Committee members provided \$100,000 in seed money to conduct research and lay the groundwork for a community school at Cesar Chavez Elementary. A preliminary structure was set up and program elements were

initiated. Since then, the ELC has hired the Las Palomas educational consulting firm to help us organize and fund community schools throughout the district. Las Palomas has been important in working with the various participants in the development of this proposal and of a city-wide plan to provide community learning centers at all of our schools. The ELC provides these services as an in-kind contribution to promote the project. Please reference Appendix B – Letters of Commitment

Steering Committee for Santa Fe 21st Century Community Learning Centers – This group consists of representatives from all of the organizations on the ELC and will be specifically charged with promoting the Community Schools Initiative in Santa Fe. They will provide recommendation and community feedback regarding all aspects of the project and be concerned with long-range planning and support. These services are also offered as an in-kind contribution to promote the project.

Project Director – This person will be contracted from among the best candidates in our community to take the lead in overseeing our *Estudiantes, Amigos, y Familias* project. He or she will handle the administrative duties pertaining to program implementation on the district level, personnel management, project reporting, and communications with government and community organizations. This will be a full-time position funded at \$50,000 per year, a rate specified on the SFPS salaries and benefits schedule. Half of this amount will be supported by the Santa Fe Executive Leadership Council (= \$25,000) per year as an in-kind contribution to support the project. The other half will be charged to the grant.

Santa Fe Public Schools Community Relations –Volunteer Coordinator – This is a district administrator who is already working at district offices to promote community education and to coordinate parent and community volunteers in the schools. For 40% of her time (= \$10,000 annually) she will assist the Project Director in managing and developing the community schools initiative throughout the district. These services are provided as an in-kind contribution by the Santa Fe Public Schools to promote the project.

Site Advisory Councils (SAC's) – These are groups of people who represent the wide diversity of the school community at each Learning Center who will provide advisory oversight for program and policies. The Principal, parents, teachers, service providers, and other community members who are involved with the planning and implementation of community education at each school site will meet twice a month for two hours. The SAC at each center will meet twice a month to provide a forum for the development of the programs and activities conducted at the school. These services are provided as an in-kind contribution to promote the project.

Program and Facilities Manager (Principal) – This job will be taken on by the Principal at each school site. In collaboration with the Project Director, the SAC, and the Site Coordinator, the Program and Facilities Manager will

have the responsibility for scheduling project elements, monitoring the quality of services, modifying program to fit the needs of students and providers, allocating school resources and facilities, coordinating security and janitorial services, approving and tracking site expenditures, and collecting and reporting project performance data to the Project Evaluator and the Project Director. The Program and Facilities Manager will spend 20% of his or her time on these duties (= \$10,000). These services are provided as an in-kind contribution by the Santa Fe Public Schools to promote the project.

Site Coordinators (or co-Coordiators) – These people (sites may elect to employ one or more than one person for these duties) will be certified personnel (teachers or counselors) charged with the day-to-day implementation of project activities for all participants. The Santa Fe Public Schools district has agreed to provide partial support for this position through existing Los Alamos National Laboratory Foundation funding for the Parent and Community Volunteer Site Coordinators, people already designated as community liaisons at each school. At the targeted schools, they will be the Site Coordinators. The grant will support the remaining costs for these position.

Project Evaluator - This person will be charged with regular formative and summative evaluations and reports of the programmatic and educational effectiveness of the project based on the identified goals and objectives and the established performance parameters. To maintain objectivity, we will contract with a private, outside expert or agency. These costs will be borne by the grant.

Custodian – A Santa Fe Public Schools custodian will be on-site daily to maintain the good order, security, and cleanliness of the school. These costs will be borne by some the schools and by the grant.

(B) Diversity of Perspectives in Project Operation

The Management Plan we have outlined above will insure a diversity of perspectives in the conduct of the activities at our four sites. The Site Advisory Councils at each Community Learning Center includes members from all participating service providers, teachers, students, parents, and community groups; the SAC will meet twice a month to consider issues pertaining to improving the operation of the Center.

We have also insured a diverse city-wide perspective by establishing the Executive Leadership Council as the over-arching advisory body for the Community Schools Initiative.

Project Evaluation (10 points)

Estudiantes, Amigos, y Familias will contract with an expert, outside evaluator to be sure to obtain the best and most objective evaluation of our project. This person will be charged with the regular formative and summative evaluations and reports of the programmatic and educational effectiveness of the project based on the identified

goals and objectives and the established performance parameters. He or she will work with all of the program constituencies and report to the Project Director and the ELC. The evaluation protocol, *Measuring Program Outcomes: A Practical Approach* developed by the national organization of the United Way – a collaborator in our project - will be used. Since its publication in 1996, this logic model instrument has been used to provide an objective and clear picture of the successes and challenges of programs across the country in real and human terms.

(A) Objective Performance Measures

The following table illustrates that our Evaluation Plan takes a stepwise approach to measuring how well we are progressing toward each of the objectives presented in our Project Design.

Objective	Interval		
	Baseline Where do we start from?	Intermediate Determinants How are we progressing?	Project Outcomes Did hoped for changes occur?
Literacy - 70% of students will demonstrate mastery of the Performance Standards for Literacy at or above their grade level (a percentile ranking of 50 or better)	Record # and % of students with identified literacy needs enrolled in the center programs and # and % of students with developed goals and activity plans.	Record student progress as measured by rubrics provided with diagnostic materials and/or collaboratively developed with teachers e.g. points accumulated in literacy games, books read, checklists, tests tied to texts.	Record # and % of students performing at or above grade level as measured by norm-based and performance-based standardized tests and compare with targets set in the objective.
Technology, Science, Math (TSM) 70% of students will demonstrate mastery of the Performance Standards for TSM at or above their grade level (a percentile ranking of 50 or better)	Record # and % of students with identified needs in TSM enrolled in center programs and # and % of students with TSM activity plans.	Record student progress as measured by rubrics provided with diagnostic materials and/or collaboratively developed with teachers e.g. points accumulated in TSM games, computer skills tests and games, experiments, checklists, tests tied to texts.	Record # and % of students performing at or above grade level as measured by norm-based and performance-based standardized tests and compare with targets set in the objective.
Student Wellness and Safety 80% of students will demonstrate mastery of the Performance Standards for Wellness established by the district curriculum. There will be a 10% reduction in violations of the Code of Conduct, a 10% reduction in tardiness and absence, a 20% increase in parental involvement in school activities, and a 10% improvement in the at-risk factors index for students identified, referred for services, and tracked by the Student Success Teams (behavioral health triage teams) at each school.	Record # and % of students aware and committed to the Code of Conduct; survey of self-reported well-being; obtain teacher's reports; record past absence and tardiness data if available as reference; record # and % of parents involved; note academic achievement indicators; record identified at-risk factors and behavioral /emotional health referrals by Student Success Teams (counselors et al); use the annual state-required Quality of Education survey results as baseline indicator for community perception of school safety.	Record improvements in student wellness as measured by surveys of participants, teachers, and a review of the SST reports on identified students.	Record # and % of students who self-report an improved sense of health and wellbeing; # and % of improvements noted by teachers; record reduction of Code of Conduct violations, absence, and tardiness, # and %; note increase in parental involvement # and %; record improvements in at-risk factors for identified students shown in the SST report. Compare with improvements in academic achievement and targets set in the objective. Review the Quality of Education Survey each year to measure increases in community satisfaction.

(5) **Competitive Priority 1.**

Meeting State and Local Standards (5 points)

By explicitly aligning our project objectives to the Focus Areas of our district Educational Plan for Student Success (Literacy, Technology, and Student Wellness and Safety), we have determined, by design, that ***Estudiantes, Amigos, y Familias*** will incorporate the national and state standards for student academic performance, safety, and health. and a powerful agent for growing healthy kids and a healthy community. The Bilingual, ESL, and Spanish language immersion activities we have proposed will insure that students and families who are Limited English Proficient will be supported, included, and given the tools they need to succeed. And since all four sites are designated schoolwide Title 1 schools we are meeting our responsibility to provide services to low-income families.

Additional Requirements of Section § 8244

We will provide brief answers to each item specified in this section of the Act.

Each [such] application shall include-

- (1) **a comprehensive local plan** that enables the school or consortium to serve as a center for the delivery of education and human resources for members of a community;

The program design we have described above for ***Estudiantes, Amigos, y Familias*** lists a wide array of education and social services for the members of each Learning Center community.

- (2) an **evaluation of the needs, available resources**, and goals and objectives for the proposed project in order to determine which activities will be undertaken to address such needs; and

Section (1) Need for the Project at the beginning of the Narrative details the needs of our community.

Section (2) Project Design lists the goals, objectives, and activities for our project.

- (3) a description of the proposed project, including—

- (A) a description of **the mechanism that will be used to disseminate information** in a manner that is understandable and accessible to the community;

The Executive Leadership Council which consists of high ranking members of City and County government, important corporations and businesses, the school district administration, the United Way, and other community entities is charged with promoting the expansion of our Community Schools Initiative. This group conducts an open community forum twice a month to bring information, strategies, and practical know-how about building Community Learning Centers to the people of Santa Fe. These meetings will also function as advisory forums for improving existing Centers.

- (B) **identification of Federal, State, and local programs to be merged or coordinated** so that public resources may be maximized;

Existing incipient Community Centers at the proposed sites will be developed and expanded through this grant. Title 1, IDEA, and Bilingual programs and allocations at each school will be extended into the afterschool and summer programs we are proposing.

- (C) **description of the collaborative efforts** to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations;

Collaborations are described in detail under (2) Project Design

- (D) a description of how the school or consortium will serve as a delivery center for existing and new services, especially for **interactive telecommunication** used for education and professional training; and

At the Nava Community Learning Center, families will be invited into the computer lab twice a week to learn about computers, the Internet, and how to use them to work and communicate.

- (E) an assurance that the school or consortium will establish **a facility utilization policy** that specifically states-

Each site has a facility utilization policy that pertains to any extended uses of the buildings. And the SFPS Code of Conduct will pertain regarding appropriate behaviors.

- (i) the **rules and regulations** applicable to building and equipment use; and
- (ii) **supervision guidelines.**

(b) Priority

The Secretary shall give priority to applications describing projects that offer a broad selection of services which address the needs of the community.

We believe ***Estudiantes, Amigos, y Familias*** will meet the very specific needs of four very different school communities.